



9 MAPEH

P.E

Quarter 1



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This module is a resource of information and guide in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as worksheets/activity sheets provided by schools and/or Schools Division Offices and thru other learning delivery modalities including radio-based and TV-based instruction (RB/TVI).

CLMD CALABARZON

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MAPEH Grade 9
PIVOT IV-A Learner's Material
Quarter 1
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Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for Physical Education as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that **learners have to answer all the activities in their own notebook.**

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Physical Activity and Physical Fitness Assessment

I

Lesson

This lesson will determine the readiness of the student to participate in physical activities by answering Physical Activity Readiness Questionnaire (PAR – Q). The capability of the student in performing various physical activities can be determined through their health background. The health conditions of the student will be assessing before performing. You are expected to answer the Physical Activity Readiness Questionnaire (PAR –Q) with the guide of their parent, execute the suggested physical fitness activity and record the base result in each activity and value the importance of being physically active by doing some house chores at home.

Learning Task 1: Identify the physical fitness test that is being showed in the following pictures.

1.



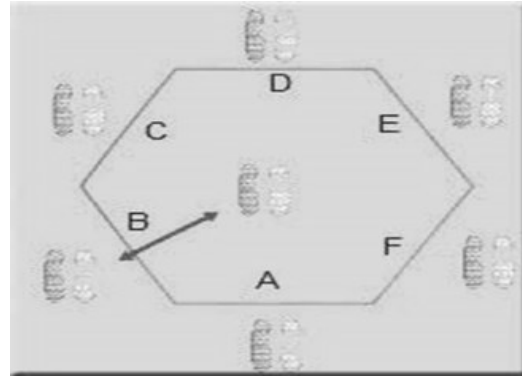
2.



3.



4.



5.



6.



7.



8.



Guide Questions:

1. Can you identify the pictures presented? Write the correct term for each physical activity on the space provided.
2. Have you done this activity before?
3. What preparation are you going to make to do this physical activity?
4. Are you aware of your health condition?

D

The **physical fitness test** is a set of measures designed to determine one's level of physical fitness. It has two components namely: Health Related and Skill Related.

Health related and skills related involves the exercise activities that you do in order to try to improve your physical health and stay healthy particular in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition.

Cardiovascular fitness- the ability to exercise your entire body for long period of time.

- **Muscular Strength**- the amount of force your muscles can produce
- **Flexibility**- the ability to use your joints fully through a wide range of motion.
- **Muscular endurance**- the ability of the muscles to work for a long period of time
- **Body Composition**-the amount of total fat and muscles in the body

Skills related fitness consists of six components: agility, balance, coordination, speed, power, and reaction time.

Agility – ability to rapidly and accurately change direction of the whole body in space.

Balance – ability to maintain equilibrium while stationary or moving.

Coordination – ability to use senses and body parts in order to perform motor tasks smoothly and accurately.

Power – amount of force a muscle can exert.

Reaction Time – ability to respond quickly to stimuli.

Speed – amount of time it takes the body to perform specific task

Learning Task 2. The student will answer the Physical Activity Readiness Questionnaire to assess if they are capable in performing the suggested physical fitness tests.

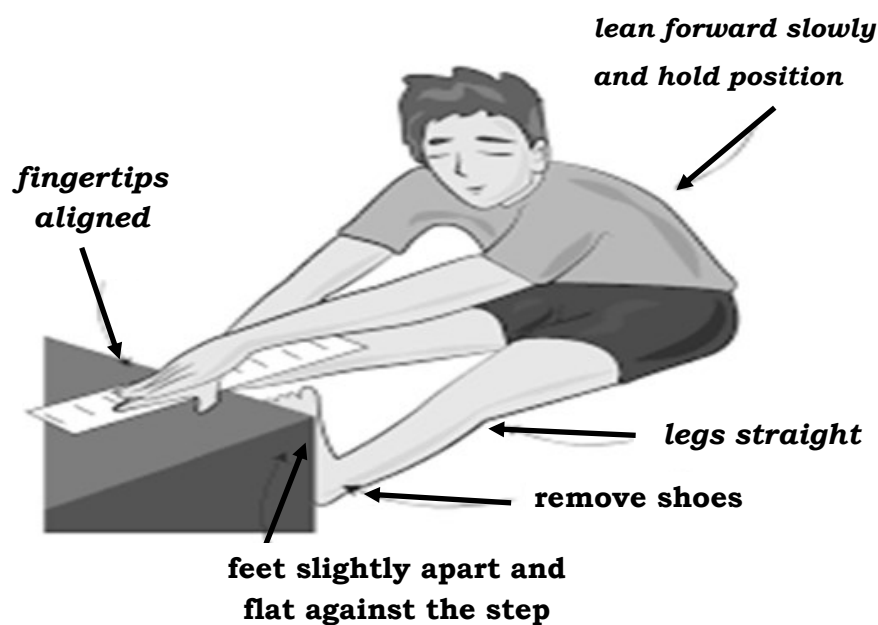
Name		
QUESTION	Yes	No
Has your doctor ever said that you have a heart condition and that you have only do physical activity recommended by doctor?		
Do you feel pain in your chest when you physical activity?		
In the past month, have you had a chest pain when you're not doing physical activity?		
Do you lose your balance because of dizziness or have ever lost your consciousness?		
Do you have you bone problem (back, knee, hip) that could be made worst by a change of your physical activity?		
Is your doctor prescribing drugs for your health condition?		
Do you know other reason why you should not do physical activity?		

E

Learning Task 3: Follow through with the series of physical activities presented in the following pages. Try to do each activity. You may refer from the video if you can access it.

Physical Fitness Activity

1. Sit and Reach – test of flexibility for the lower extremities particularly hamstring.



Procedure:

- a. Sit on the floor with the back flat on the wall. Feet are approximately 12 inches apart.
- b. Without bending the back, knees and elbow, place one hand on the top of the other and position the hand on the floor.
- c. After the tester has positioned the zero point to the tape measure, start the test by reaching the furthest point possible without bending knees.
- d. Measure the distance of the furthest reach.
- e. Record the score in centimeter.

2. Push Up – measure the strength of the upper extremities.



<https://www.pickpik.com/>

Procedure:

- a. Face down in a standard push-up position: palms on the mat under shoulder, fingers pointing forward, and legs straight, paralleled and slightly apart, with the toe supporting the feet.

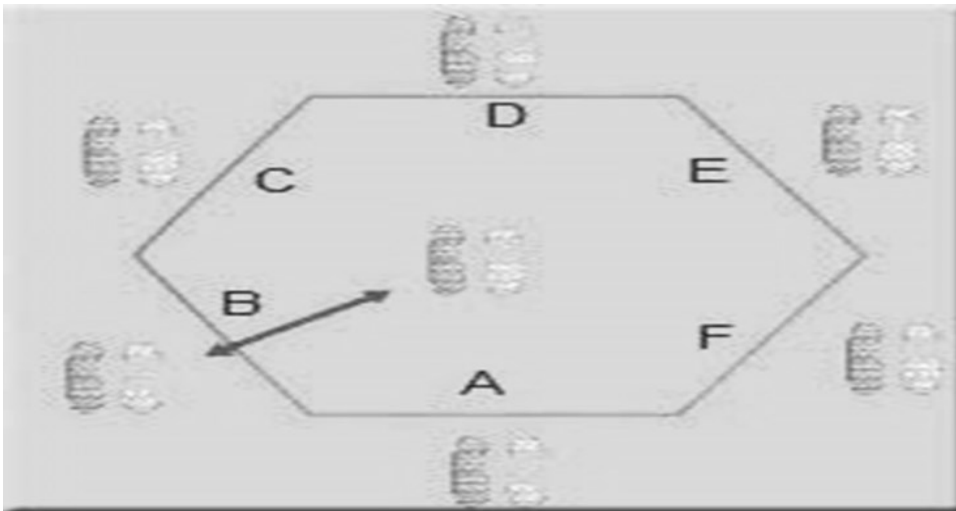
For BOYS: Straightens the arms, keeping the back and knees straight then lower the arms until there is 90 degree angle at the elbows (upper arm are parallel to the floor).

For GIRLS: With knees with the contact with the floor, straightens the arms, keeping the back straight, the lower the arms until there is 90 degree angle at the elbow (upper arms are parallel to the floor).

- b. Perform as many repetitions as possible.
- c. Scoring – record the number of push ups made

<https://youtu.be/rjc0O7OXS3g>

3. Hexagonal Agility Test – measure the ability to move quickly while maintaining balance.



Procedure:

- Start with both feet together in the middle of the hexagon facing the front line.
- On the command “go” jump ahead across the line, then back over the same line into the middle of the hexagon.
- Then, continuing to face forward with the feet together, jump over the next side and then back to the hexagon.
- Continue this pattern for three full revolutions.
- Perform the test both clockwise and counter clockwise.

Scoring – Record the time in the nearest minute and seconds.

The length of each side is 60.5cm.

<https://www.youtube.com/watch?v=nMNcOemBM28>

4. Zipper Test – a test of upper arm and shoulder girdle flexibility intended to parallel the strength/endurance assessment of the region.



Procedure:

- a. Stand erect.
- b. To test the right shoulder, raise your arm, bend your elbow, and reach down across your back as far as possible.
- c. At the same time, extend your left arm down and behind your back and try to cross your finger over those of your right hand.
- d. Reach with the right hand over the right shoulder and down the back as if to pull zipper or scratch between the shoulder blade.
- e. To test the left shoulder, repeat the procedure (a-d) with left hand over the left shoulder.

Scoring – Record zipper test to the nearest 0.1 centimeter

Standard

0 – did not touch the fingertips

1 – just touch finger tips

2 – fingers overlapped by 1-2 cm

3 - fingers overlapped by 3 -4 cm

4 - fingers overlapped by 5 -7 cm

5 - fingers overlapped by 8 -9 cm

<https://www.youtube.com/watch?v=TsTUv-yeAb0>

5. Curl Up – To measure abdominal muscles



Procedure:

- Assume a lying position with feet flat on the floor and knees bend about 90 degrees hand palm down at the side with fingertips touching the first tapeline.
- Complete a slow, controlled curl – up , sliding fingertips along with the floor until they touched the second tapeline.
- The cur – up should performed at a rate of one every 3 seconds or 20 curl – us per minute (2 seconds going up, 1 second going down).
- There should be no rest at the bottom position and perform as many curl – ups as possible without stopping.

https://www.youtube.com/watch?v=uLA_9kx1AkY

Scoring – record the number of curl – ups made

Ensure the mat that has tapeline set 12 cm apart

6. Stork Stand Test – To assess the ability to balance the ball of the foot



Procedure:

- Remove the shoes and place the hand on the hips
- Position the non - supporting foot against the inside of the supporting legs.
- Raise the heel to balance on the ball of the foot

Scoring – Record the time in the nearest seconds.

<https://www.youtube.com/watch?>

7. Standing Long Jump – To measure the explosive strength and power of the legs muscles

Procedure:

- Stand behind the take – off line, the tips of your shoes should not go beyond the line.
- As you prepare to jump, bend your knees and swing your arms backward and jump as far as you can.

Scoring – Record the score in meters to the nearest 0.1 centimeters

<https://www.youtube.com/watch?>



8. 3 – Minute Step Test –

To measure cardiovascular endurance

Procedure:

- Position in the front of the step.
- At the signal “ Go” , step up and down on a bench for 3 minutes at a rate of 24 steps per minute. One step consider 4 beats – that is up with the left foot, up with the right foot, down with the left foot , down with the right foot.
- Immediately after the exercise, stand and relax. Don't talk.
- Right after the activity, locate you pulse. (First beat is zero).
- Count the pulse for 10 seconds. Multiply it by 6

Scoring – Record the 60 – second heart rate after the activity

<https://www.youtube.com/watch?v=KMEdsHcg5vo>





Learning Task 3: Read carefully the following statements and choose the letter of the correct answer. Write your answer in your notebook.

1. The physical fitness consists of two components:
 - A. Health-related fitness involves the exercise activities that you do in order to try to improve your physical health and stay healthy particular in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition.
 - B. Skills related fitness consists of six components: agility, balance, coordination, speed, power, and reaction time.
2. The proper execution of suggested physical fitness tests is important in achieving the accuracy of the assessment results of one's physical fitness.
3. Physical fitness tests that can be done at home amid of COVID – 19.
4. The value of understanding the health background of some one is necessary before undergoing the different kinds of physical activities.

First Aid for Injuries and Emergencies in Sports Settings

WEEKS

2-3

I

Lesson

This lesson will determine your knowledge with regards to the common injuries that may happen during a sports officiating activity. This will also help you master the different basic first aids that will help alleviate the suffering of an injured person.

D

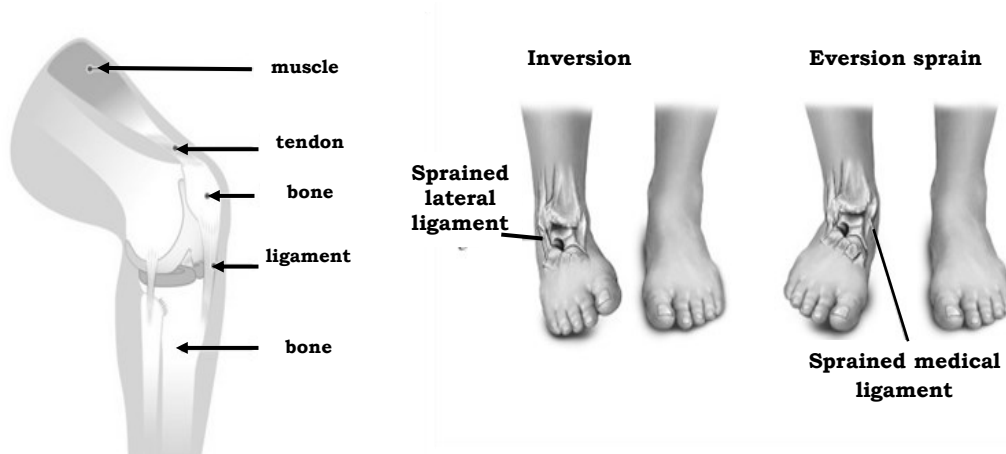
First aid refers to the emergency or immediate care you should provide when a person is injured or ill until full medical treatment is available. For minor conditions, first aid care may be enough. For serious problems, first aid care should be continued until more advanced care becomes available.

There are three objectives to first aid: to save life, minimize injuries and hasten healing.

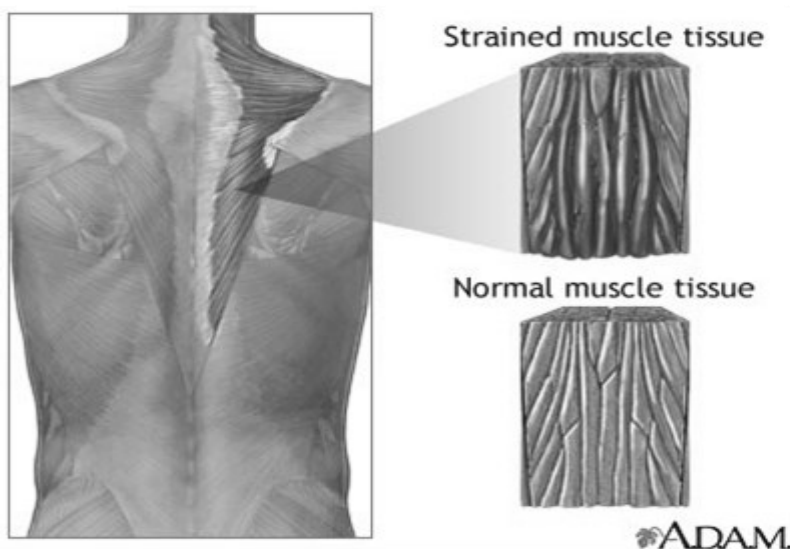
1. **To save lives.** One of the first factors that need to be taken into account is whether the airways of the injured person are blocked. If the airways are blocked, clearing the blockage should be the immediate concern because without oxygen, brain damage will happen within 4 minutes.
2. **To minimize injuries or to prevent them from happening.** The first aider needs to survey the area and remove the injured individual away from any objects that may be hazardous. Also, he/she needs to bandage up and apply pressure to all wounds to prevent excessive blood loss.
3. **To hasten or promote recovery.** Depending on what the wound is, there are different treatments that are recommended. Try to help fix, not worsen, the injuries as best as you can.

Sports Officiating is the supervision of sports competitions in accordance with established rules. Sports Officials play a major role in the success of sports competitions. Thus, they are also prone to different injuries. The common injuries encountered by the sports officials and their first aid are the following:

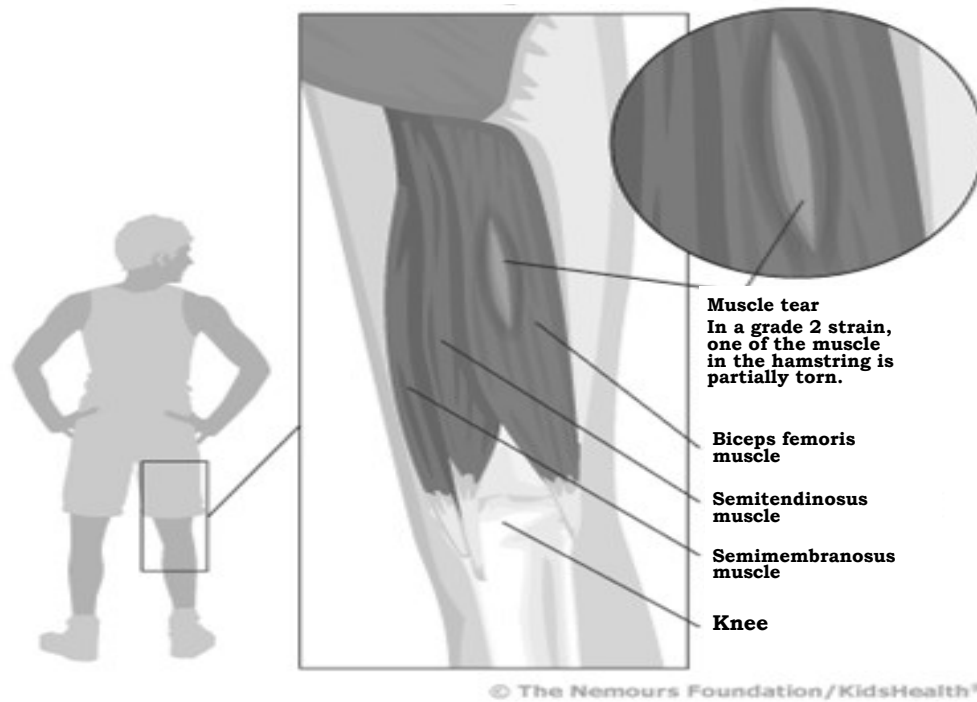
SPRAIN is a stretch or tear of a ligament, the band of connective tissues that joins the end of one bone to another. This injury is caused by trauma such as fall or blow to the body. Areas of the body most vulnerable to sprains are ankles, knees and wrists. Signs of sprain include varying degrees of pain, bruising, inflammation, swelling, inability to move a limb or joint, laxity or instability.



STRAIN is an acute or chronic soft tissue injury that occurs to a muscle, tendon, or both. It results from overstretching and over-contraction. Symptoms of strains include pain, muscle spasm and loss of strength.



Hamstring Strain



First aid for Sprains and Strains:

a. Follow the R.I.C.E Method

- R - Rest the sprained or strained area especially for the first 24 to 48 hours. Avoid any activity that causes pain or makes it worse.
- I - Ice for 20 minutes every hour. Never put ice directly against the **skin** or it may damage the skin. Use a thin towel for protection.
- C - Compress by wrapping an elastic bandage or sleeve lightly (not tightly) around the joint or limb. Take the bandage off at night.
- E - Elevate the area above **heart** level if possible. It drains fluid from injured tissues.

b. Use Paracetamol for the first day of the injury to reduce pain without increasing bleeding.

c. Do not apply heat during the first two days as this will only increase swelling.

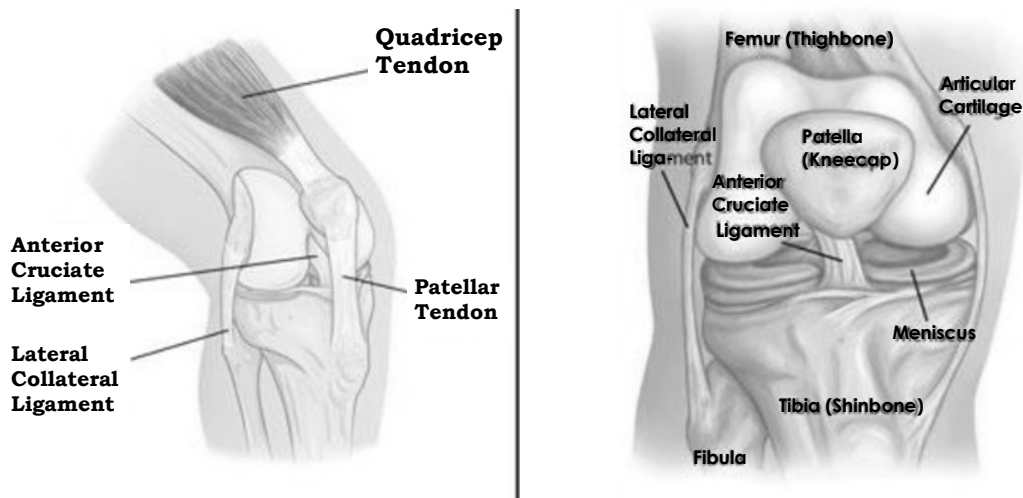
d. After 48 hours, start moving the limb gently but only enough not to cause pain.

e. Gradually increase the range of movement. Let pain be your guide.

3. KNEE INJURIES

The knee is the largest joint in the body, and one of the most easily injured. It is made up of four main things: bones, cartilage, ligaments, and tendons. It is also the most commonly injured joint because of its complex and weight-bearing capacity. Knee injuries can result from a blow or twist to the knee, from improper landing after a jump or from running too hard, too much or without proper warm up. Knee injuries can range from mild to severe. The most common knee injuries include fractures around the knee, dislocation, and sprains and tears of soft tissues, like ligaments. In many cases, injuries involve more than one structure in the knee. Pain and swelling are the most common signs of knee injury. In addition, your knee may catch or lock up. Many knee injuries cause instability — the feeling that your knee is giving way.

First aid for Knee Injuries:



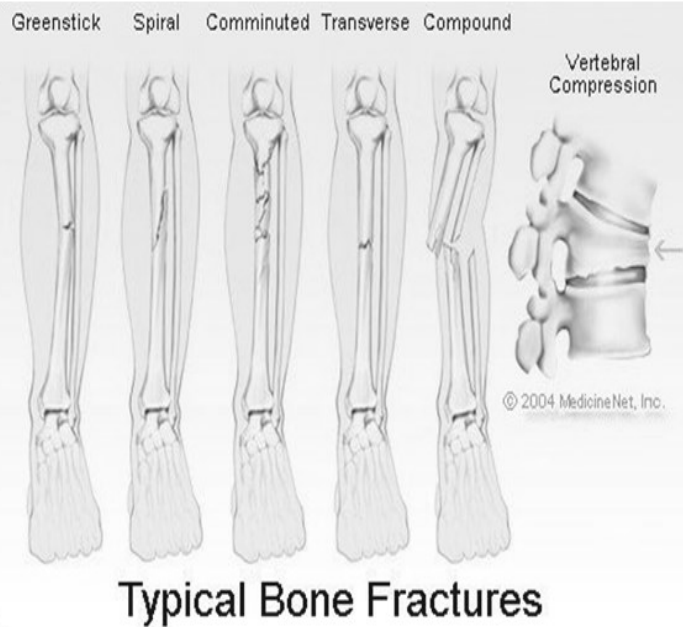
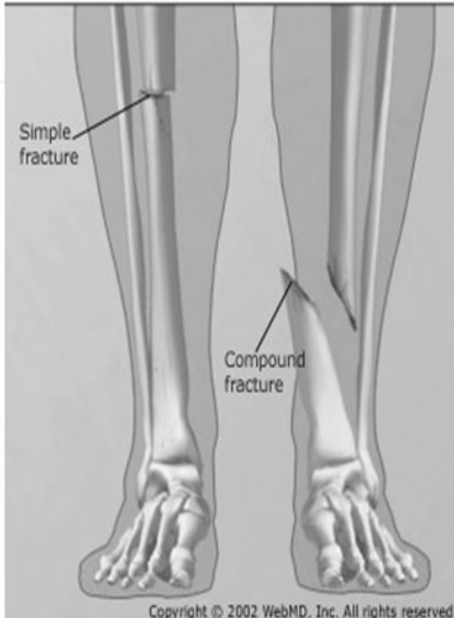
- a. Stop your activity immediately. Don't 'work through' the pain.
- b. Rest the joint at first.
- c. Reduce pain, swelling and internal bleeding with icepacks, applied for 15 minutes every couple of hours.
- d. Bandage the knee firmly and extend the wrapping down the lower leg.
- e. Elevate the injured leg.
- f. Don't apply heat to the joint.
- g. Avoid alcohol, as this encourages bleeding and swelling.
- h. Don't massage the joint, as this encourages bleeding and swelling.

4. **FRACTURE** is a break in the bone that can occur from either quick, one-time injury to the bone (acute fracture) or from repeated stress to the bone over time (stress fracture). Symptoms of a fracture are intense pain, deformity (the limb looks out of place), swelling, bruising, or tenderness around the injury, numbness, tingling and problems moving a limb.

First aid for Fractures:

- a. Apply the R.I.C.E Method
- b. Stop any bleeding
- c. Immobilize the injured area
- d. Don't give the person anything to eat or drink in case surgery is needed
- e. Get medical attention immediately

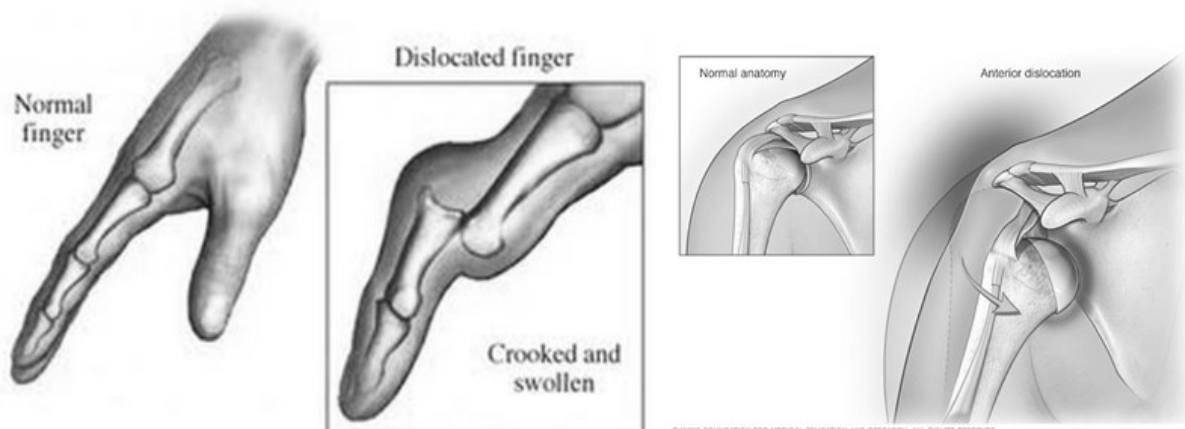
Bone Fractures



5. **DISLOCATION** occurs when the two bones that come together to form a joint become separated. Dislocation is most common in shoulders and fingers. Other sites include elbows, knees and hips. A dislocated joint can be visibly deformed or out of place, swollen or discoloured, intensely painful and immovable.

First aid for Dislocation:

- a. Leave the joint alone. Attempting to move or jam a dislocated bone back in can damage blood vessels, muscles, ligaments, and nerves.
- b. Put an ice pack covered in a cloth on the area around the joint. Ice can ease swelling and pain in and around the joint.
- c. Use pain reliever
- d. Get medical attention immediately



E

Learning Task 1: In the opposite table, explain the procedure in giving first aid to the following sports injuries.

COMMON SPORTS INJURY	FIRST AID NEEDED
ANKLE SPRAIN	
BONE FRACTURE	
MUSCLE STRAINS	
NECK AND LOW BACK PAIN	
SHOULDER INJURY	

A

Accident can happen anytime and anywhere. It is necessary to be knowledgeable in giving immediate care or administering first aid to a person in need to avoid further injuries and even death. Some people are more prone to injuries particularly those who are performing strenuous activities at home, school, workplace and other places. Thus, anyone can give immediate care to the victim as long as you know the procedure and you can deal with the victim attentively to prevent further damages and save lives.

Learning Task 2: Read the statements carefully. Choose the letter of the correct answer. Write your answer in a separate sheet of paper.

1. It is a damage to the body caused by external force
 - A. Exercise
 - B. Injury
 - C. Sickness
 - D. First Aid

2. What do you call the immediate and temporary care given to a person who has been injured or suddenly taken ill?
 - A. R.I.C.E. Method
 - B. Injury
 - C. First Aid
 - D. Sports Officiating
3. Which of the following is **NOT** an objective of first aid?
 - A. To hasten recovery
 - B. To make use of the contents of a first aid kit
 - C. To minimize injuries or to prevent them from happening
 - D. To save lives
4. This injury happens when the two bones that come together to form a joint become separated.
 - A. Fracture
 - B. Sprain
 - C. Strain
 - D. Dislocation
5. It is a twist, pull or tear of muscle or tendon.
 - A. Fracture
 - B. Sprain
 - C. Strain
 - D. Dislocation
6. One of the common injuries encountered by sports officials characterized by a stretch or tear of ligament.
 - A. Fracture
 - B. Sprain
 - C. Strain
 - D. Dislocation
7. What do you call the break in the bone that can occur from either a quick, one-time injury or from repeated stress to the bone over time?
 - A. Fracture
 - B. Sprain
 - C. Strain
 - D. Dislocation
8. It is the most commonly injured joint because of its complex structure and weight-bearing capacity.
 - A. Fingers
 - B. Knee
 - C. Hip
 - D. Shoulder

9. What kind of beverage should you give a person that experienced heat exhaustion?
- A. Electrolyte beverage
 - B. Liquor
 - C. Coffee
 - D. Soft drinks
10. Which of the following is **NOT** a part of R.I.C.E. Method?
- A. Elevation drains fluids from injured tissues
 - B. Compression reduces swelling
 - C. Injection is an excellent anti-inflammatory and reduces swelling and pain.
 - D. Rest the injured part
11. Which of the following is **NOT** a symptom of strain?
- A. Loss of Strength
 - B. Fever
 - C. Muscle Spasm
 - D. Pain
12. What do you call the kind of fracture that is caused by repeated stress to the bone over time?
- A. Swelling
 - B. Acute Fracture
 - C. Bruising
 - D. Stress Fracture
13. What is the part of our body where two bones come together?
- A. Joint
 - B. Fracture
 - C. Cartilage
 - D. Clavicle
14. Which of the following is one of the four main things that make up our knees?
- A. Cartilage
 - B. Scapula
 - C. Clavicle
 - D. Finger
15. Which of the following areas of the body is **NOT** vulnerable to sprain?
- A. Knees
 - B. Wrist
 - C. Ankles
 - D. Hip

Enhancing your Sports Officiating Skills

I

Lesson

This self-learning module will help the learners to display and enhance their skills in sports officiating. They will be able to understand the benefits sports officiating to their fitness and well-being. As you go on with the lesson, is hoped that you may be able to use your knowledge in officiating in extending services to your community during sponsored games and tournaments.

D

Our idea of sports participation is mostly limited on the players' role in the sports fields perhaps; it is the one being highlighted during competitions. There is more to sports than just being a player and that is officiating.

The role of an official is very crucial in a sporting endeavor. He defines success or failure of a certain physical activity. It is therefore necessary for an aspiring official to possess a number of qualities for him to meet the goal of having a satisfying, complain-free, impartial, and successful game. The following are some of the qualities to be considered:

- **Physical Qualities** – refer to the physical attributes of an officiating official. He needs to have a high level of fitness to be able to perform his job and to catch up with every detail of what the athletes or players do on court.
- **Emotional Qualities** – refer to the emotional readiness of an official to perform his/her role in a game. He or she might have mastered all the rules and possesses a high level of fitness but if the emotional attributes don't warrant him or her to perform the duties and responsibilities of an officiating official, failure is expected. Emotional attributes that an officiating official should possess include confidence. It is having belief in one's self. Confidence can be situation-specific, but practicing it through actual game immersions and observations of game officiating activities can help improve it.

- **Mental Qualities** - Mental toughness is the term used to refer to all of the qualities pertaining to one's mental preparations in officiating a game. To be mentally tough requires one to stay focused, regulate one's performance, ability to handle pressure, awareness and control of thoughts and feelings and one's command and control of the environment. This can be achieved by having a thorough knowledge on the rules of the game, alertness, vigilance which result to timely, decisive, honest and impartial judgment. Decisiveness results to integrity of the result of the game leading to a satisfying result and acceptance of success and failure for both competing teams or players.
- **Social Qualities** – refer to the ability to deal with others at any given situation. Complaints are inevitable in a game. It is the ability of an officiating official to settle disputes without sacrificing the integrity of a game and the officiating team. To develop such qualities requires practice just as the emotional qualities do. Surrounding oneself with people who make wise decisions especially in officiating endeavors might help one improve his or her decision-making skills.

A healthy official lives a healthy lifestyle.

When you register as officials, and volunteer to work at events, you agree to uphold these values.

- a. **Be a Benefit and Cause No Harm** - A primary value of officiating is to provide a benefit to those with whom one interacts in the competition area (athletes, coaches, spectators, volunteers, and other officials). A related value is to do no harm.
- b. **Be Accurate and Responsible** - These values mean that officials should strive for accuracy and consistency in their officiating actions, as well being dependable and trustworthy in their work as officials. The latter implies that officials should accept the responsibility for their errors that may affect competitions, and work to increase or sustain others' (athletes, coaches, spectators, other officials) trust.
- c. **Be supportive of other participants and loyal to our Sports Organizations** - Officials should exhibit loyalty and politeness and other organizations to which the official belongs or is representing in the context of a competition. They should extend such loyalty and politeness to individuals involved in athletics at all levels.
- d. **Act with Integrity** - Integrity refers to firm adherence to an ethical code as well as to the absence of impairment or disability. This implies that officials will (a) not allow their judgment to be adversely influenced by personal loyalties or personal gain, (b) adhere whenever possible to the specifics of this ethical code, and (c) avoid officiating when their mental or physical competence may be impaired (e.g., through physical illness, emotional distress, or some other personal limitation).

- e. Act with Fairness** - Fairness refers to performing one's duties in an unbiased manner. This implies that officials will act in a manner that does not create advantage or disadvantage to any athlete or club.
- f. Show Respect for Participants' Rights and Dignity** - Officials have the duty to respect individual athletes or other parties at competitions, independent of cultural, ethnic, gender, age, or other characteristics of the individual that may set the other person apart from the official's own background and sense of familiarity. Although this is usually meant to prevent discrimination on the basis of gender, ethnicity, or disability (all areas of human diversity that are associated with human rights legislation), it also applies to areas of diversity such as age or experience in the athletic event or officiating task. Thus, it applies to treating very young (and thus immature) athletes and less experienced (and thus less competent) officials or volunteers in a dignified and respectful manner.
- g. Exhibit Professionalism** - Professionalism means exhibiting a courteous, conscientious, and generally business-like manner in the workplace (including volunteer workplace). Applied to athletics officials, it means that officials, as part of their volunteer duties, will conform to reasonable technical standards of their area of practice (e.g., starter, track umpire, throws judge) as well as to any ethical standards that govern them.
- h. Model Appropriate Health Habits** - This value presumes that athleticism is part of a generally healthy lifestyle, and that BC Athletics and Athletics Canada encourage not only athletic competition, but enhanced health in their members and in the general public.
- i. Adhere to Legal Standards** - This means obeying the law.
- j. Protect Vulnerable Persons** - In our society, we now recognize that some individuals (e.g., persons with disabilities) are more vulnerable to poor treatment because of their relative youth, mental or physical disability, or other characteristics that place them at a disadvantage. This code of conduct recognizes that such individuals may require special attention.

E

A. REFEREES' HAND SIGNALS

BASKETBALL



SUBSTITUTION



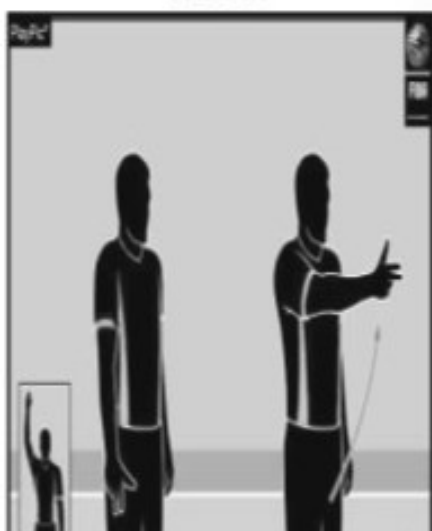
TRAVELLING



DOUBLE DRIBBLING



TIME – OUT



3 SECONDS



5 SECONDS

PIVOT 4A CALABARZON



8 SECONDS



24 SECONDS



TECHNICAL FOUL



PUSHING

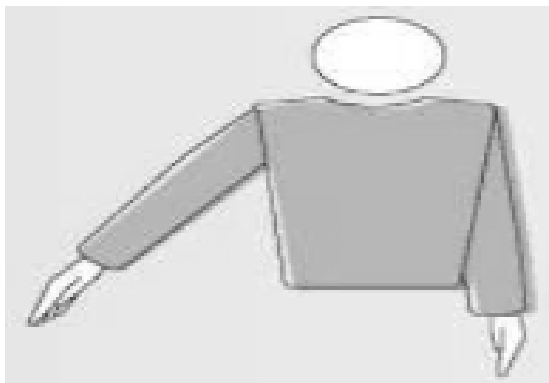


HOLDING

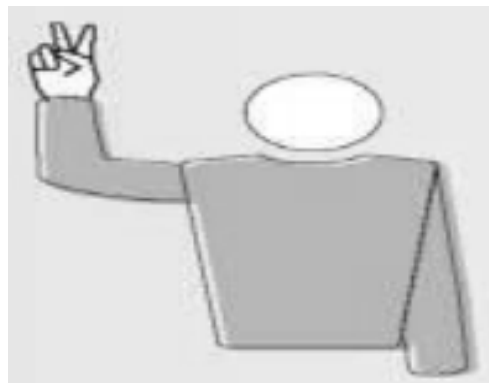


PIVOT 4A CALABARZON

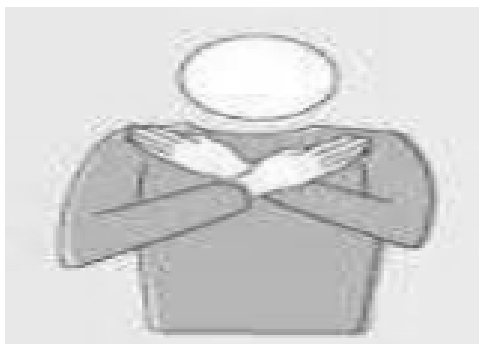
VOLLEYBALL



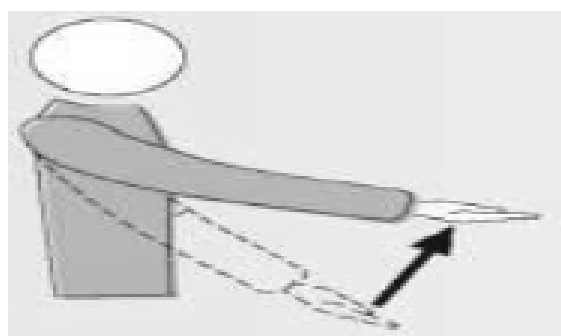
PENETRATION INTO THE
OPPONENT'S COURT



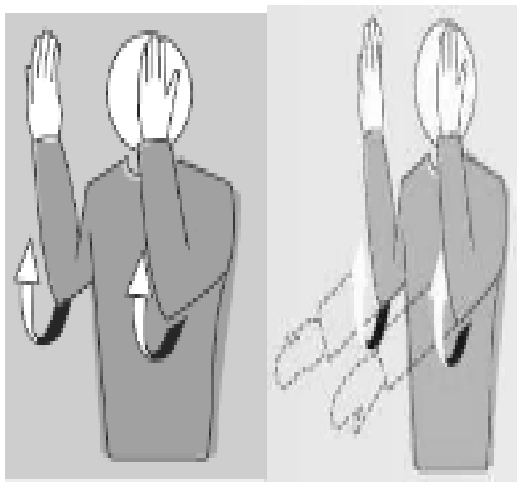
DOUBLE CONTACT



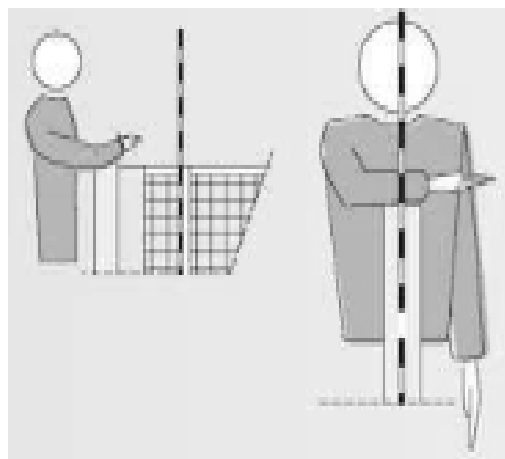
END OF SET (OR MATCH)



BALL NOT TOSSED OR
RELEASED AT THE SERVICE HIT

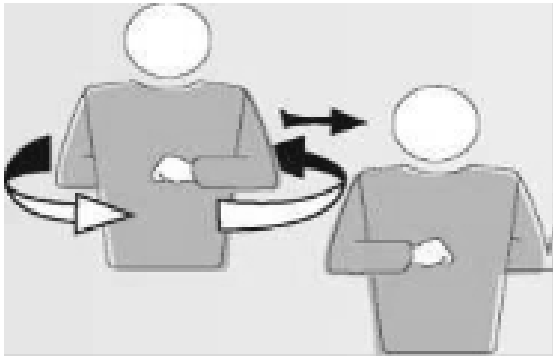


BALL OUT

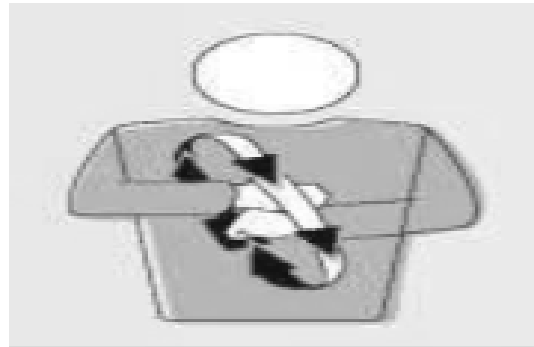


AUTHORIZATION

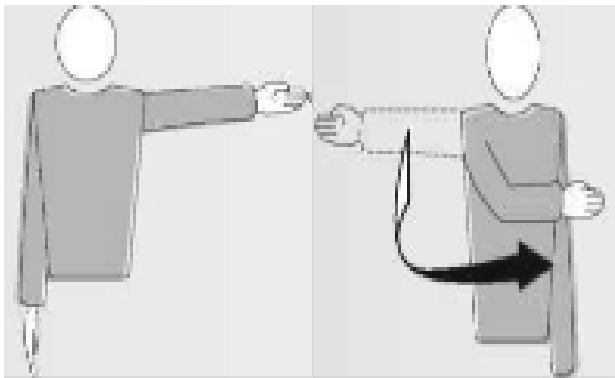
PIVOT 4A CALABARZON



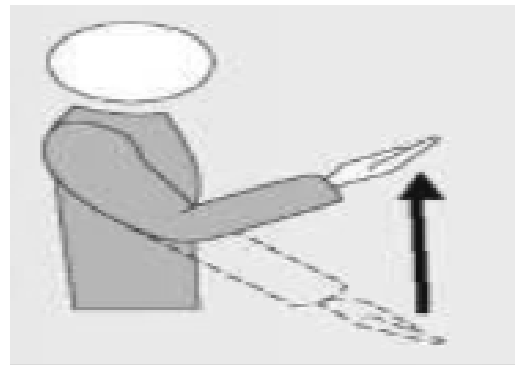
CHANGE OF COURT



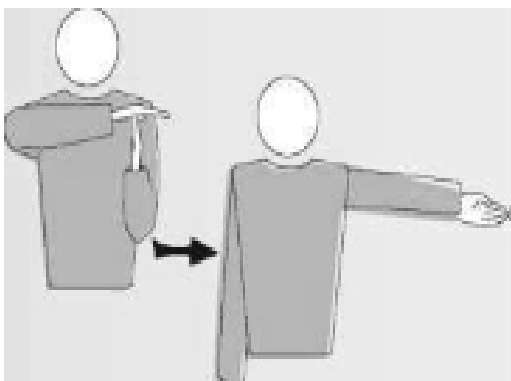
SUBSTITUTION



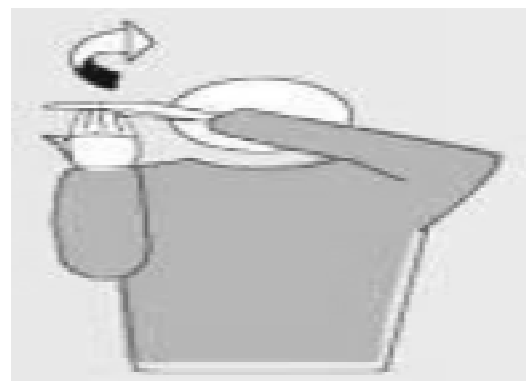
TEAM TO SERVE



HELD BALL



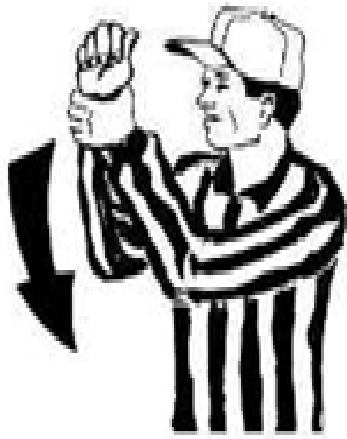
TIME - OUT



BALL TOUCHED

PIVOT 4A CALABARZON

FOOTBALL



HOLDING



CLIPPING



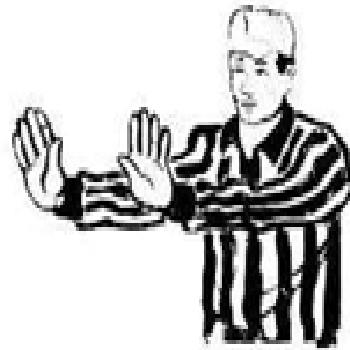
MASK



OFFSIDE



FALSE START BY
THE OFFENSE



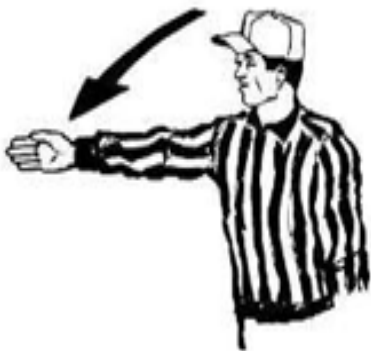
PASS INTERFERENCE



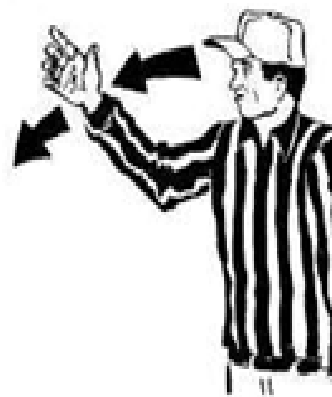
DELAY OF GAME



ILLEGAL BLOCK IN BACK



FIRST DOWN



ROUGHING

PIVOT 4A CALABARZON



UNSPORTSMAN-LIKE CONDUCT



PERSONAL FOUL



30 SECOND TIME OUT (ALSO
ILLEGAL TOUCHING)



INTENTIONAL GROUNDING
BY THE QUARTERBACK

A

Officiating is an important part of any sports activity whether it is competitive or recreational. It helps in making the activity more challenging and fun. Good officiating results in good game and good game provides better entertainment.

Sports officiating is not just all about a "judge role in the court". It also benefits us in improving our fitness. Participation in physical activities such as officiating coupled with healthy lifestyle will surely lead us to attaining and sustaining a quality and healthy life. coupled with healthy lifestyle will surely lead us to attaining and sustaining a quality and a healthy life.

Learning Task 1: Identify what is being described in each item. Choose the letter of the best answer. Write the letter of your choice in your PE notebook.

1. The system in sports used to maintain order and fairness in implementing rules.
a. Sport Science b. Sports Officiating c. Sports Psychology
2. The quality of an official that deals with the needs to catch up with every detail of what the athletes or players do on court.
a. Emotional Qualities b. Physical Qualities c. Mental Qualities
3. These qualities refer to the readiness of an officiating official and warrant him/her to perform the duties and responsibilities.
a. Social Qualities b. Emotional Qualities c. Mental Qualities
4. It refers to the ability to settle disputes without sacrificing the integrity of a game and the officiating officiating team.
a. Physical Qualities b. Social Qualities c. Mental Qualities
5. It requires one to stay focused, regulate one's performance, ability to handle pressure, awareness and control of thoughts and feelings and one's command and control of the environment.
a. Physical Qualities b. Mental Qualities c. Emotional Qualities
6. This means exhibiting a courteous, conscientious, and generally business-like manner in the workpla.
a. Professionalism b. Sportsmanship c . R e s p e c t
7. It refers to firm adherence to an ethical code as well as to the absence of impairment or disability.
a. honesty b. Integrity c . f a i r n e s s
8. It refers to performing one's duties in an unbiased manner.
a. dignity b. fairness c. r e s p o n s i b l e
9. It is the best drink to stay hydrated throughout the officiating activity.
a. water b. energy drinks c . s o f t d r i n k s
10. Officiating has a high physical demand, especially combative sports. Prior to the officiating task, the referee should do _____.
a. warm up b. static stretching c. Instantly proceed with officiating

B. Identify the hand signals of a referee.



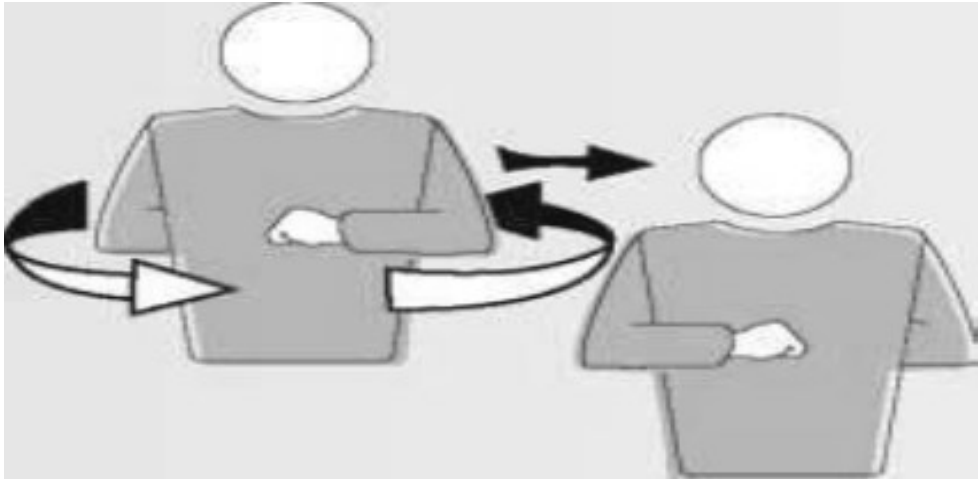
Basketball: _____



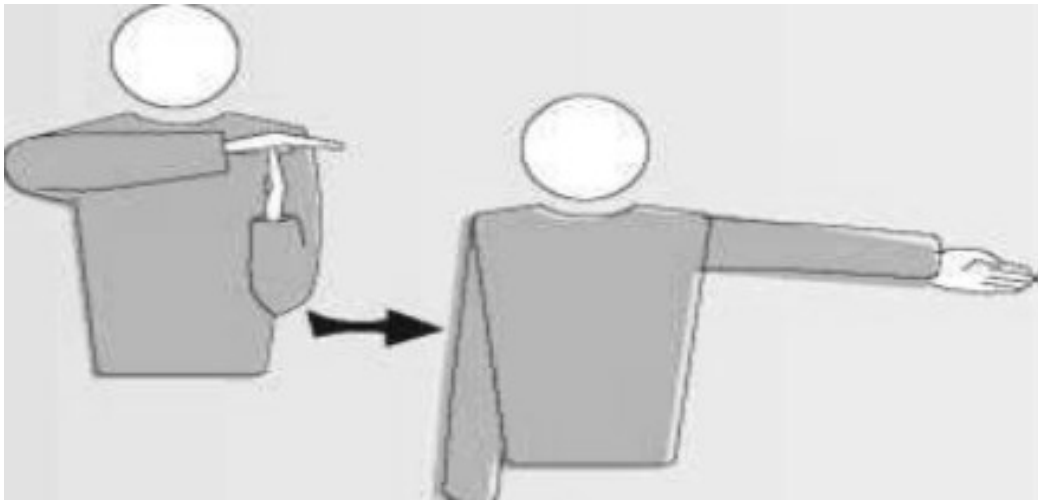
Basketball: _____



Football: _____



Volleyball:



Volleyball:



References

https://www.ducksters.com/sports/football/referee_signals.php

<https://www.slideshare.net/lheyo/hand-signals-in-volleyball-game>
[from_action=save](#)

<https://www.slideshare.net/jonedilberto/basketball-hand-signals>

[http://www.lancssundayleague.co.uk/downloads/FA%20Referees%
20Fitness%20Guide.pdf](http://www.lancssundayleague.co.uk/downloads/FA%20Referees%20Fitness%20Guide.pdf)

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